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ABSTRACT

A study was conducted to analyze the factors which affect students' decisions to enroll at Harford Community College (HCC), Harford County, Maryland. An entrant follow-up survey was sent in spring 1984 to all students who were enrolled in a Maryland community college for the first time in fall 1982. The survey sought to evaluate the extent to which the community colleges were successful in assisting students to achieve their educational goals, in preparing students for transfer to a four-year college or university, and in facilitating students' career development. Based on responses from 305 (54%) of the 561 students still attending HCC, 273 (35%) of the 770 students no longer attending the college, and a marketing survey completed by 240 students, study findings revealed: (1) 50% of the respondents attended HCC to pursue career goals, 30% for academic goals, and 20% for self-enrichment; (2) 53% of the students attended HCC to attain an associate degree, 35% took courses without any intent to graduate, and 12% attended to obtain a certificate; (3) 44% of the full-time students earned an associate degree in 2 years and 33% in 3 years, while almost 80% of the part-time students receiving the associate degree graduated by their sixth year; (4) almost 90% of the respondents attended HCC because of its convenient location, 46% attended because of the low tuition costs, and 45% because of the availability of a desired academic program; (5) 60% of the respondents learned about HCC classes through the schedule of classes mailed to local residents; and (6) 46% of the students who were no longer enrolled at HCC planned to take courses at the college in the future. The survey instrument is appended. (HB)

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FACTORS AFFECTING STUDENTS' CHOICE TO ENROLL AT HCC: Implications for Marketing, Recruitment and Advising

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Grants, and Planning

JC 850 226

HARFORD COMMUNITY COLLEGE

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FACTORS AFFECTING STUDENTS' CHOICE TO ENROLL AT HARFORD COMMUNITY COLLEGE: IMPLICATIONS FOR MARKETING, RECRUITMENT, AND ADVISING

Research Report 85-12

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FACTORS AFFECTING STUDENTS' CHOICE TO ENROLL AT HARFORD COMMUNITY COLLEGE: IMPLICATIONS FOR MARKETING, RECRUITMENT, AND ADVISING

Research Report 85-12

INTRODUCTION

This study is designed to analyze the factors which affect students' decision to enroll at Harford Community College. The information is presented in a manner useful to the College marketing, recruitment, and counseling efforts. Personnel from each of these areas were instrumental in gleaning recommendations from the presented material.

METHOD

The study is based primarily upon the results of the 1982 Entrant Follow-up Study and the Spring 1985 Marketing Study. (See Appendix A for copies of these surveys.)

In the Spring of 1984, all students who were enrolled at a Maryland community college for the first time in the Fall of 1982 (a year and one-half earlier) were mailed an Entrant Follow-up Survey. The survey was designed to evaluate the extent to which community colleges were successful in assisting students to achieve their educational goals, in preparing students for transfer to a four-year college or university, and in facilitating students' career development.

The Entrant Follow-up Survey consisted of one form for students still enrolled in the Spring of 1983 and another form for students no longer enrolled. At Harford Community College, 305 (54 percent) of the 561 students still attending completed forms, while 273 (35 percent) of the 770 students no longer attending returned surveys. In all, 1,331 Harford surveys were sent with 578 (43 percent) responding.

In the Spring of 1985, students were asked to complete a marketing survey while at arena registration. Over 240 students completed surveys. The sample tends to be somewhat more part-time than actual enrollment figures because full-time students enroll before arena to a greater extent than part-time students.

RESULTS

What were students' primary reason for attending college?

Harford is a comprehensive community college which provides a wide range of educational experiences to meet the diversity of needs and interests among the adult population of Harford County. About half of the College's students attend college primarily for career reasons. Twenty percent attend to prepare for entry into a first career, ten percent to prepare for entry into a different career, eleven percent to update skills for a currently held job, and eight percent to explore a new occupational area.

Roughly one third of Harford's students attend college primarily in preparation for transfer to a four-year institution or to explore a new academic area. And lastly, about one-fifth attend college primarily for self-enrichment or for other reasons.

Figure 1

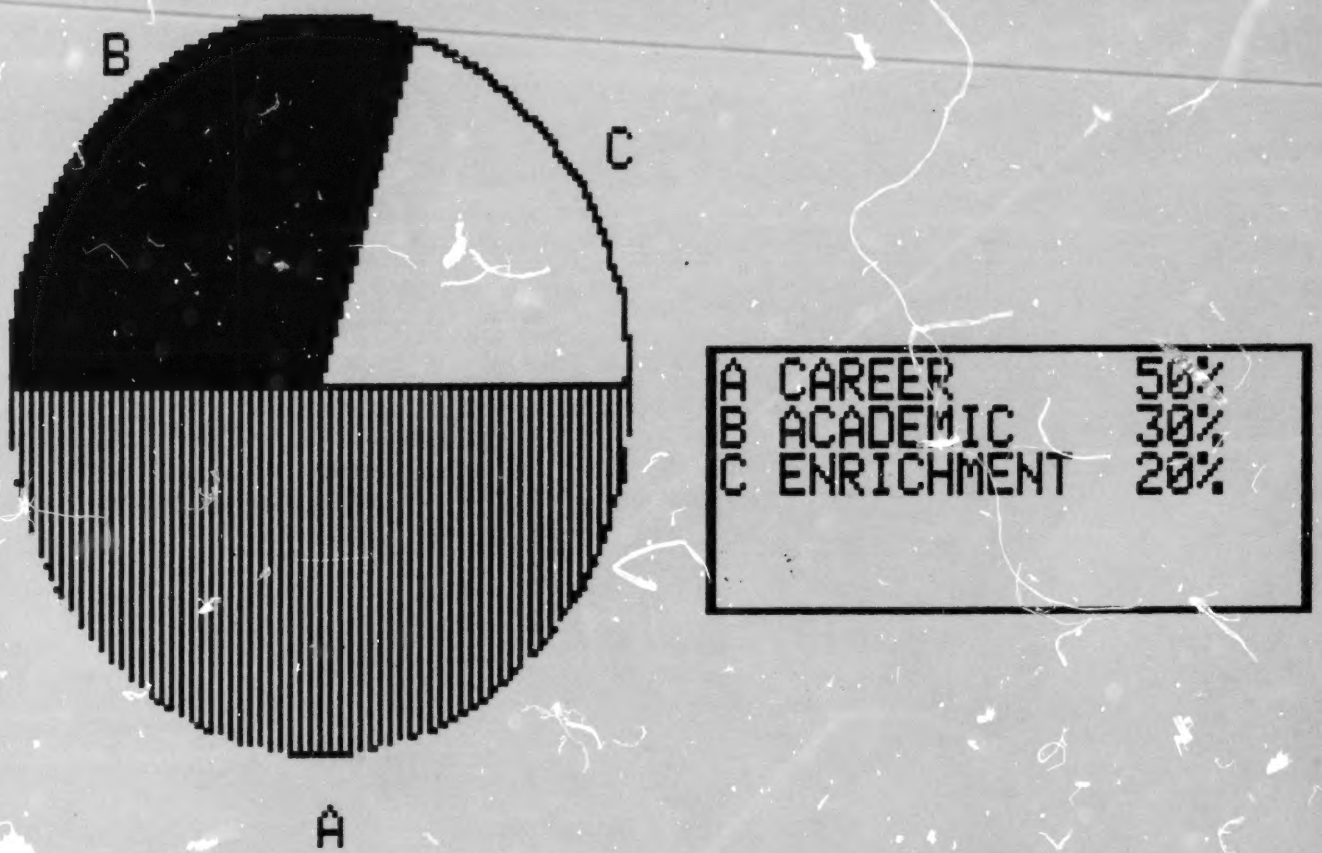

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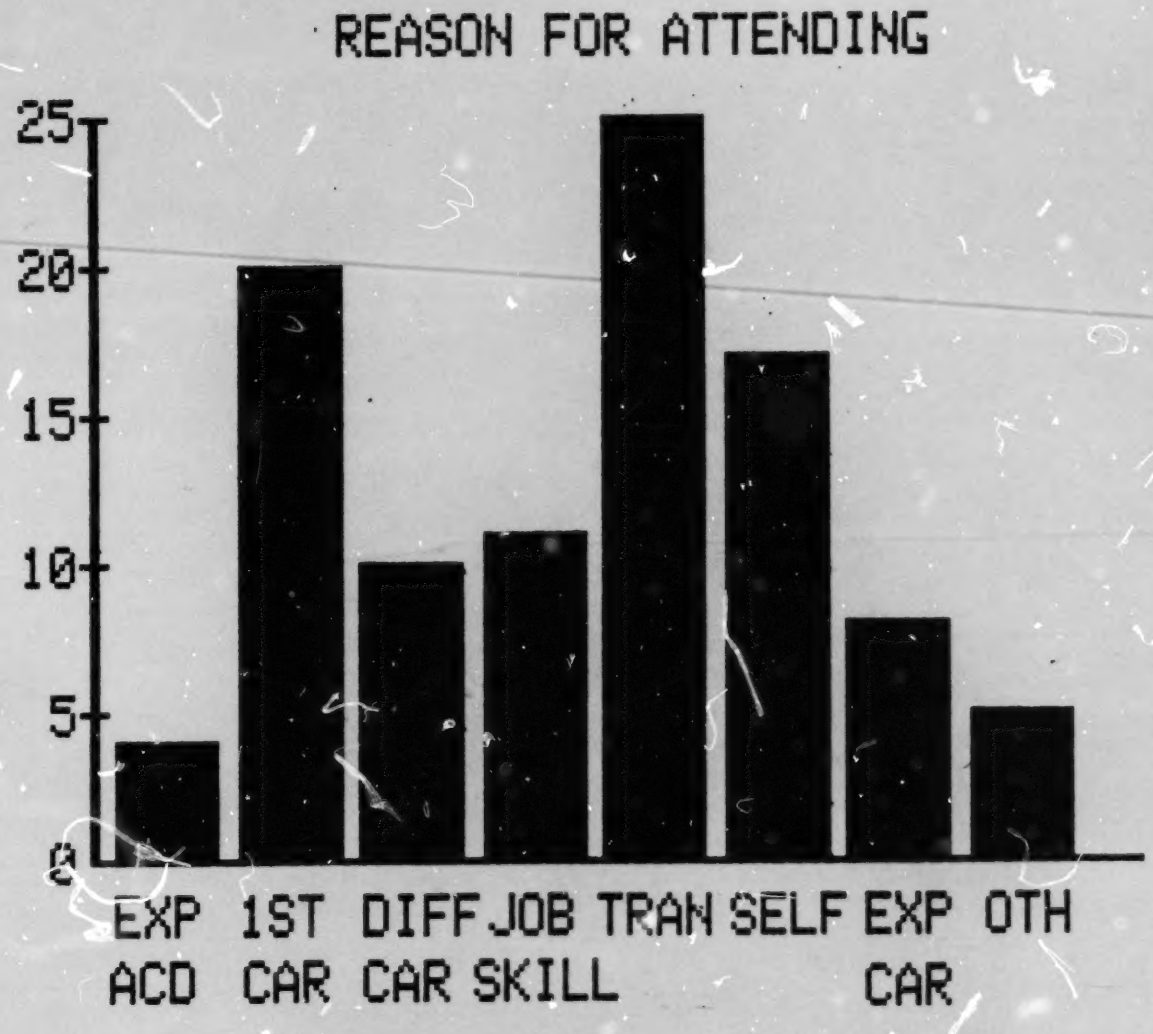
Figure 2



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Reason for Attending Compared to State, Cohort, and Harford's Previous Figures

The distribution of reasons for attending college at HCC is quite similar to the distribution for State-wide and cohort figures. However, when compared to earlier HCC Entrant Follow-ups, a decline in the percentage of transfer oriented students and increases in career and self-enrichment interested students are evident. This trend was reversed in 1984 and presently the number of career and transfer students are approximately equal.

Table 1
STUDENTS' REASON FOR ATTENDING COLLEGE
HARFORD OVER TIME AND CURRENT COMPARISON TO STATE AND COHORT

	1982 State	1982 Cohort*	1982 College	1978** College	1976 College	1974 College
Explore academic, transfer	31%	32%	29%	33%	35%	35%
Career	48%	48%	49%	45%	42%	47%
Self-enrichment, other	21%	20%	22%	22%	23%	18%

*Cohort group = Allegany, Charles, Dundalk, Frederick, Hagerstown, Harford, Howard
**Entrant follow-up in 1978 and previous studies surveyed students 3 1/2 years after initial enrollment.

Reason for Attending by Age and Credit Load Intervals

Breaking down the total figures for reason for attending by age interval reveals considerable variation. Not surprisingly the youngest student group shows the greatest interest in preparation for entry into a first career and in preparation for transfer to a four-year school. Students aged 20 to 29 also indicate these attendance reasons but at less than half the proportion of the just-out-of-high-school group. An exception is the 35-39 year interval which shows interest in transferring. This group includes the returning older women who often aspire to degrees beyond an Associate.

Students aged 20 to 39 show considerable interest in preparing for a different career. These students are old enough to have begun one career but not old enough to encounter the common difficulties experienced by older workers who attempt to begin a second career. Similarily, this age interval also shows high interest in exploring a new occupational area.

Somewhat older students are more interested in updating skills for a job currently held than they are in seeking different employment. Students 30 and over show the most interest in this reason for attending.

Finally, as expected, the older the age group, the more likely students are attending College for their own self-enrichment. One quarter of the students aged 25 to 39 and over one-half of the students 40 and over checked self-enrichment as their primary reason for attending college.

Table 2
STUDENTS' REASON FOR ATTENDING COLLEGE BY AGE INTERVAL
1982 ENTRANT FOLLOW-UP

Reason	15-19	20-24	25-29	30-34	35-39	40-49	50-over	Total
Explore new academic area	7 3%*	5 9%	3 6%	0 0%	4 8%	0 0%	0 0%	19 4%
Prepare for entry into first career	76 35%	9 17%	5 9%	3 6%	1 2%	2 6%	0 0%	96 20%
Prepare for entry into different career	2 1%	11 20%	10 18%	10 21%	8 17%	3 8%	2 11%	46 10%
Update skills	12 6%	4 7%	5 9%	8 17%	9 19%	11 31%	3 17%	52 11%
Prepare for transfer	96 44%	8 15%	6 11%	3 6%	7 15%	0 0%	0 0%	120 25%
Self-enrichment	9 4%	7 13%	14 26%	11 23%	12 25%	17 47%	11 61%	81 17%
Explore new occupational area	10 5%	5 9%	10 18%	8 17%	3 6%	2 6%	1 6%	39 8%
Other	7 3%	5 9%	2 4%	5 10%	4 8%	1 3%	1 6%	25 5%
Total	219 46%	54 11%	55 12%	48 10%	48 10%	36 8%	18 4%	478 100%

*Percentages refer to age intervals.

Reason for Attending by Credit Load

Forty-five percent of the College's students take less than five credits--less than 2 three-credit classes. Thirty-eight percent of the sample earned from one to five credits. About one-third of the students earning one to five credits attend the College for self-enrichment, and one-fifth attend to update job skills.

Approximately one quarter to one third of the student group earning more than six credits gave preparation for entry into a first career as their primary reason for attending college.

And finally, about one-fourth of the students earning from six to eleven credits are seeking transfer to a four-year school. This proportion is more than doubled for students taking a full-time load, with over half indicating transfer as their primary reason for attending.

Table 3
STUDENTS' REASON FOR ATTENDING COLLEGE BY CREDITS EARNED
1982 ENTRANT FOLLOW-UP

Reason	Number of Credits Earned 0	1-5	6-8	9-11	12-14	15-over	Total
Explore new academic area	1 2%	7 4%	3 5%	6 8%	1 4%	1 1%	19 4%
Prepare for entry into first career	8 16%	15 8%	16 25%	29 38%	6 25%	22 28%	96 20%
Prepare for entry into different career	4 8%	26 14%	7 11%	5 7%	1 4%	3 4%	46 10%
Update skills	5 10%	35 19%	6 9%	6 8%	0 0%	0 0%	52 11%
Prepare for transfer	4 8%	18 10%	16 25%	22 29%	13 54%	47 59%	120 25%
Self-enrichment	14 28%	55 30%	8 12%	1 1%	0 0%	3 4%	81 17%
Explore new occupational area	11 22%	14 8%	6 9%	4 5%	0 0%	4 5%	39 8%
Other	3 6%	13 7%	3 5%	3 4%	3 13%	0 0%	25 5%
Total	50 11%	183 38%	65 14%	76 16%	24 5%	80 17%	478 100%

*Percentages refer to credit load figures.

What were students' educational goals?

Students were asked to indicate whether they were seeking a certificate, an associate degree, or just taking courses without any intent to graduate. Of course, many of the College's students already have degrees. One-fifth of Harford's 1982 entrant group already had a college certificate or degree. About 15 percent have a certificate or degree from a two-year college, about 10 percent have degrees from a four-year school, and 5 percent have graduate or professional degrees. Harford's figures are similar to all middle-sized community colleges in Maryland and to the state as a whole.

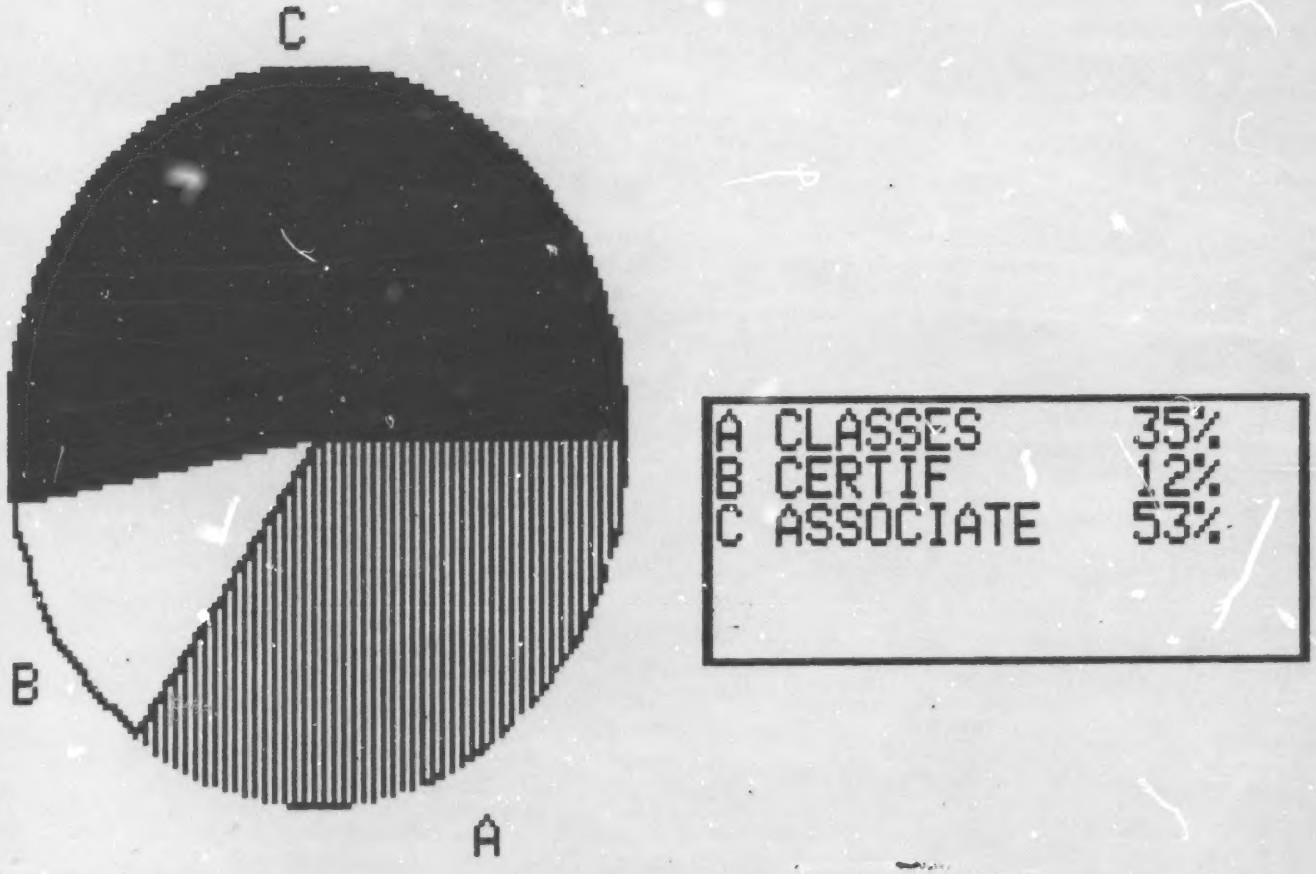
Table 4
HIGHEST EDUCATIONAL LEVEL COMPLETED
1982 ENTRANT FOLLOW-UP

Educational Level	Number	College Percent	Cohort* Percent	State Percent
Less than high school	16	3%	5%	4%
High school	391	78%	79%	76%
College certificate	8	2%	2%	2%
AA Degree	19	4%	3%	2%
BA Degree	45	9%	8%	10%
Master's Degree	19	4%	3%	4%
Professional Degree	1	0%	0%	1%
Doctoral Degree	3	1%	0%	1%
Total	502	100%	100%	100%

*Cohort group = Allegany, Charles, Dundalk, Frederick, Hagerstown, Harford, Howard

Keeping the above in mind, about two-thirds of Harford's students are seeking a certificate or an associate degree. Over half of the students seek the Associate Degree (53 percent) and ten percent strive for a certificate. One-third of the students take courses without any intent of graduating.

Figure 3



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Educational Goals Compared to State and Cohort

Students attending Harford for the first time tend to be somewhat more oriented toward the associate degree than both the state as a whole and all medium sized community colleges in Maryland. The proportion seeking certificates is equivalent.

Table 5
STUDENTS' EDUCATIONAL GOAL
HARFORD OVER TIME AND COMPARISON TO COHORT AND STATE

	1982 State	1982 Cohort*	1982 College
Take courses only and other	41%	39%	35%
Certificate	11%	12%	12%
Associate	48%	49%	53%

*Cohort group = Allegany, Charles, Dundalk, Frederick, Hagerstown, Harford, Howard

Educational Goals by Age Intervals

Several student age groups differ appreciably from the total response for educational goal. For students reporting that their goal is to take courses, the youngest age group (15-19) holds this goal to a lesser extent while the two older age groups (40-49, 50-over) hold this goal to a greater extent. Twenty-two percent of the youngest students are taking courses only, but almost two-thirds of students 40 and over indicate this educational goal.

The educational goal of earning a certificate is held fairly uniform across all age intervals with the exception of the 35-39 age intervals. This age interval is also the exception for the group wanting to earn an associate degree. Not surprisingly the youngest students seek an associate degree to the greatest extent while the older age groups declare this goal to a much lesser extent. Six out of ten young students seek an associate degree while only one out of ten of the oldest students seek this degree. The exception for the age interval 35-39 is indicative of the returning women to college--a group that often aspires to college degrees beyond the associate.

Table 6
EDUCATIONAL GOALS OF STUDENTS BY AGE INTERVALS
1982 ENTRANT FOLLOW-UP

Reason	15-19	20-24	25-29	30-34	35-39	40-49	50-over	Total
Complete courses	54	25	22	21	27	30	12	191
	22%*	44%	35%	37%	47%	67%	57%	35%
Certificate	27	7	12	8	2	5	2	63
	11%	12%	19%	14%	4%	11%	10%	12%
Earn an AA	141	19	22	19	23	9	2	235
	58%	33%	36%	33%	40%	20%	10%	43%
Other Goal	23	6	6	9	5	1	5	55
	9%	11%	10%	16%	9%	2%	24%	10%
Total	245	57	62	57	57	45	21	544
	45%	11%	11%	11%	11%	8%	4%	100%

*Percentages refer to age intervals.

Educational Goal by Average Credits Earned for a Semester

Over the time period covered in this survey, roughly 75 percent of the students were attending part-time and 25 percent full-time. Four out of ten of Harford's students take less than 2 three-credit classes.

Six out of ten of the students who are taking classes without any expectation of earning a degree or a certificate earn less than six credits. Students with earning a certificate as an educational goal also attend college largely on a part-time basis with about 40 percent earning five or less credits, and 25 percent earning six to eight credits. Only 13 percent of the certificate students attend full-time.

Students seeking an associate degree are distributed more evenly across credit load intervals. About 25 percent earn less than six credits, 15 percent earn six to eight credits, 20 percent earn nine to eleven credits, and 30 percent are full-time.

These attendance patterns indicate that many students will take considerable time to earn their degree. The results of the 1982 Graduate Follow-up give a better indication of how long full-time and part-time students take to earn a certificate or a degree.

Table 7
STUDENTS' EDUCATIONAL GOALS BY CREDIT LOAD
1982 ENTRANT FOLLOW-UP

Number of Credits*	Complete Courses	Certificate	Earn an AA	Other Goal	Total
0 credits	32 17%**	9 14%	14 6%	6 11%	61 11%
1-5 credits	110 58%	24 38%	54 23%	25 45%	213 39%
6-8 credits	14 7%	15 24%	35 15%	6 11%	70 13%
9-11 credits	15 8%	7 11%	48 20%	9 16%	79 15%
12-14 credits	4 2%	1 2%	17 7%	3 5%	25 5%
15-over credits	16 8%	7 11%	67 29%	6 11%	96 18%
Total	191 35%	63 12%	235 43%	55 10%	544 100%

*Refers to number of credits earned in a semester.
**Percentages refer to educational goals.

How much time does it take for students to Earn a certificate or an associate degree?

A useful analysis of enrollment patterns concerns the time period between initial enrollment and graduation, broken down by attendance status and type of degree earned. In other words, typically, how long does it take for a full-time student to earn an AA? A part-time student student to earn a certificate, etc.? In this section the length of attendance in some cases may seem too long. This is because students often defer their education for a number of years.

Associate Attendance Pattern

Full-time students who earned an AA degree outnumber part-timers by 2:1. Most full-time students graduate after two (44 percent) or three (33 percent) years at the College. However, many take longer--one took 18 years. The average of this group was 3.2 years, and the median was 2.6 years. Almost eighty percent graduate within three years.

Obviously, part-time students typically take longer to earn an AA degree. Most part-timers take four (20 percent) or five (20 percent) years to graduate. The group average and median is somewhat higher at 5.3 years and 4.7 years respectively. One student took 15 years. Almost 80 percent graduate by the sixth year.

Table 8
GRADUATE FOLLOW-UP 1982
YEARS AT COLLEGE BY ASSOCIATE IN ARTS GRADUATES FOR PART-TIME AND FULL-TIME STUDENTS*

	Part-time		Full-time	
Years	Number	Percent	Number	Percent
One year	1	22%	3	3%
Two years	6	9%	53	44%
Three years	10	15%	39	33%
Four years	13	20%	13	11%
Five years	13	20%	4	3%
Six years	7	11%	1	1%
Seven years	5	8%	2	2%
Eight years	4	6%	1	1%
Nine years	2	3%	1	1%
Ten or more	5	8%	4	3%
Total	66		120	
Mean:	5.3		Mean:	3.2
Mode:	4.0		Mode:	2
Median	4.7		Mode:	2.6
Maximum:	15		Maximum:	18
Missing Cases:	5		Missing Cases:	1

*Time spent earning credits at other institutions is not included.

Certificate Attendance Pattern

Part-time students who seek a certificate outnumber full-time students by 4:1. Only 8 of the 43 students receiving certificates in the sample were attending full-time. Over two-thirds of these full-time students received a certificate within a year or less.

Over one-third of the certificate graduates who attended part-time took two years to graduate. About 15 percent took one year and approximately 15 percent took four years to finish. The mean and median are 3.5 years and 2.5 years respectively. One individual graduated 14 years after he started.

Table 9
GRADUATE FOLLOW-UP 1982
YEARS AT COLLEGE BY CERTIFICATE GRADUATES FOR PART-TIME AND FULL-TIME STUDENTS*

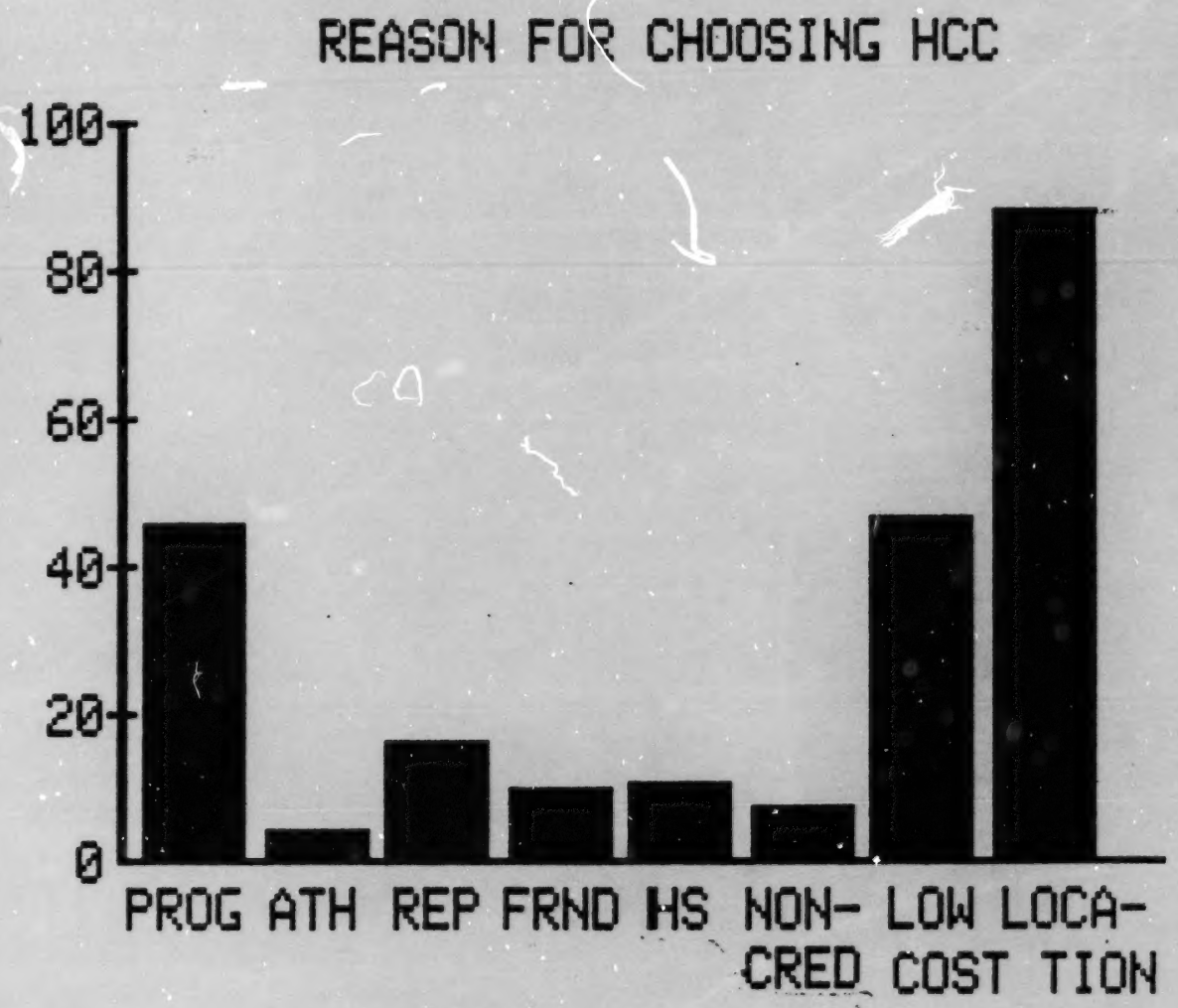
	Part-time		Full-time	
Years	Number	Percent	Number	Percent
Less than 1	0	0%	2	25%
1	5	14%	4	50%
2	13	37%	0	--
3	5	14%	1	13%
4	4	11%	0	--
5	2	6%	0	--
6	2	6	0	--
7 or more	4	11%	1	13%
Total	35		8	
Mean:	3.5		Mean:	2
Mode	2		Mode:	1
Median	2.5		Median:	1
Maximum:	14		Maximum:	7
Missing Cases:	2		Missing Cases:	0

*Time spent earning credits at other institutions is not included.

Why do students choose to attend college at Harford?

Students were asked to indicate one or more of eight reasons for choosing Harford. Almost 90 percent of the students marked convenient location as a reason. About half that number indicated that low tuition (46 percent) and the availability of a desired academic program (45 percent) were deciding factors. These principal reasons were followed by reputation of the college (16 percent), recommendation by high school teacher or counselor (10 percent), recommendation by a friend (9 percent), influence of taking non-credit course first (7 percent), and the availability of a desired athletic program (4 percent).

Figure 4



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Choice Compared with Cohort and State

The top three reasons given for attending a particular college were identical for Harford, its cohort group, and the state as a whole. However, several differences should be noted. First the proportion of students at HCC indicating the choices "had desired program," "recommendation of a friend," and "reputation of a college" are all below both cohort and state proportions. These results may be partially caused by the higher percentage of part-time students at Harford than its cohort group and the state as a whole. This difference may also point to problems the College needs to address.

On the other hand, students decided to take a credit course after taking a non-credit course at Harford at twice the rate of the comparison groups. This may be partially due to the size of Harford's non-credit effort. It may also point to a particularly successful experience at Harford.

Table 10
WHY STUDENTS CHOOSE A PARTICULAR COLLEGE
COMPARISON WITH COHORT AND STATE

Reason	HCC	Cohort	State
Had desired program	45%	52%	57%
Athletics	4%	3%	3%
Reputation of college	16%	19%	23%
Recommended by friend	9%	12%	15%
Recommended by high school teacher/counselor	10%	9%	10%
Took non-credit then credit	7%	4%	3%
Low tuition	46%	44%	50%
Convenient location	88%	91%	87%

Reason for Choosing Harford by Age Intervals

In general the distribution of responses broken down by age intervals is similar to the total distribution. However, the youngest student group deviates from the total on several items. This group is particularly important because it represents approximately 40 percent of the College's FTE's.

The younger age group was more influenced by the reputation of the College (22 percent) and considerably more influenced by high school personnel (20 percent) than were other age groups. The just-out-of-high-school population was also much more sensitive to tuition (60 percent) than were other age groups. Of course, younger students tend to attend full-time to a greater extent than older students.

Table 11
WHY STUDENTS CHOOSE HCC BY AGE INTERVALS
1982 ENTRANT FOLLOW-UP

Reason	15-19	20-24	25-29	30-34	35-39	40-49	50-over	Total
Offers academic program	126	27	23	28	22	19	7	252
	50%	46%	35%	47%	36%	43%	37%	45%
Offers athletic program	14	0	3	3	0	2	2	24
	6%	0%	5%	5%	0%	5%	11%	4%
Reputation of college	55	10	8	6	5	5	1	90
	22%	17%	12%	10%	8%	11%	5%	16%
Recommended by friend	26	5	8	7	2	2	0	50
	10%	9%	12%	12%	3%	5%	0%	9%
Recommended by high school teacher/counselor	50	1	1	3	0	0	0	55
	20%	2%	2%	5%	0%	0%	0%	10%
Took non-credit then credit	4	8	4	5	9	6	1	37
	2%	14%	6%	8%	15%	14%	5%	7%
Low tuition	151	20	21	26	25	15	2	260
	60%	34%	33%	43%	41%	34%	11%	46%
Convenient location	224	50	56	52	56	38	16	492
	89%	85%	86%	87%	92%	86%	84%	88%
Total	253	59	65	60	61	44	19	561
	45%	11%	12%	11%	11%	8%	3%	100%

Reasons for Choosing Harford by Full-time and Part-time Status

Students' reasons for choosing Harford also varied by their status as full-time or as part-time students. Full-time students are more influenced by the availability of an academic program, the reputation of the college, a recommendation by a high school teacher or counselor, and by the tuition rate than are part-time students. Younger students comprise about two thirds of Harford's total full-time group.

Table 12
REASONS WHY STUDENTS CHOOSE HCC
1982 ENTRANT FOLLOW-UP

Reason	Full-Time*	Part-Time*	Total Count	Total Percent of Cases
Offers academic program	59%	42%	252	45%
Offers athletic program	6%	4%	24	4%
Reputation of college	24%	14%	90	16%
Recommended by friend	9%	9%	50	9%
Recommended by high school teacher/counselor	15%	8%	55	10%
Took non-credit then credit	2%	8%	37	6%
Low tuition	64%	43%	260	46%
Convenient location	90%	86%	492	88%

*Credit load status based on number of credits earned.

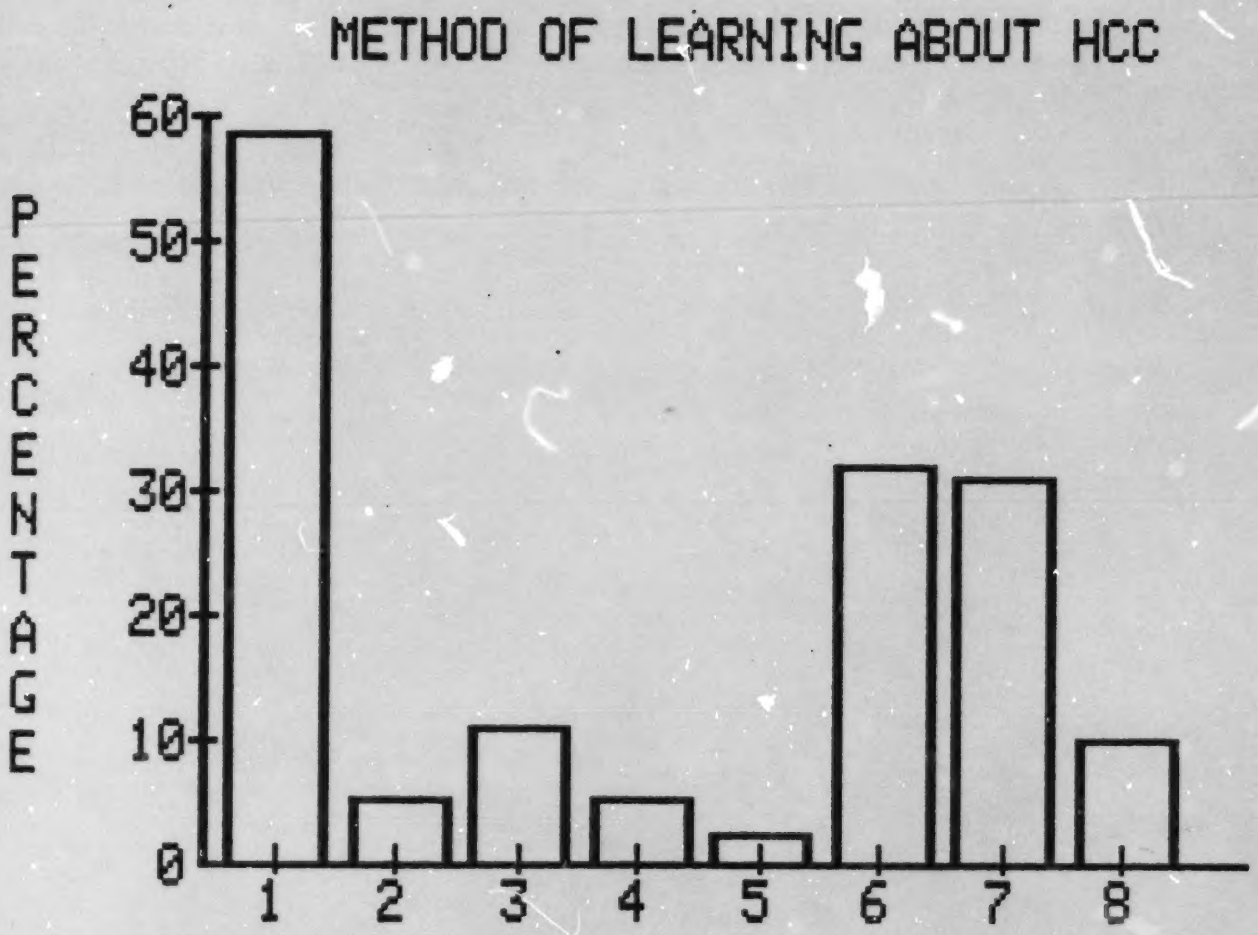
How do students learn about the College?

A marketing survey conducted at arena registration in the Spring of 1985 asked students to indicate how they learned about the College and/or the class(es) of interest.

Sixty percent of the students learned about HCC's classes through the schedule of classes mailed to all residents of Harford County. About one-third of the students learned of classes from a neighbor, friend, or relative, and one-third received information through self-inquiry.

The remaining methods were less important. In order of frequency these were: newspaper ad (11 percent), high school counselor (10 percent), newspaper stories (5 percent), radio ad (5 percent), and employer (2 percent).

Figure 5



KEY

1 = Mailed Schedule
2 = Newspaper stories
3 = Newspaper ad
4 = Radio ad
5 = Employer
6 = Neighbor
7 = Self-inquiry
8 = High school teacher/counselor

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Method of Learning by Age Interval

An examination of student's method of learning about their classes by age interval indicates that the youngest group is different from all groups on several items. Students just out of high school are less likely to learn of classes through the mailed schedule or through self-inquiry and are more likely to be influenced by a high school counselor.

Another deviation from the total occurs in the older age groups, who learn about classes to a much lesser extent from a neighbor, friend, or relative.

Table 13
METHOD OF LEARNING ABOUT HCC BY AGE INTERVALS
Marketing Survey
Arena Registration, Spring 1985

Method	Age Intervals 15-19	20-25	26-30	31-35	36-40	41-over	Total
Schedule mailed at home	22 29%*	44 34%	18 36%	21 40%	20 51%	17 49%	142 59%
Newspaper stories	1 1%	2 2%	1 2%	3 6%	2 5%	2 6%	11 5%
Newspaper ad	8 10%	8 6%	5 10%	4 8%	4 10%	5 14%	26 11%
Radio ad	1 1%	4 3%	2 3%	1 2%	1 3%	3 9%	12 5%
Employer	0 0%	1 1%	2 4%	2 4%	1 3%	0 0%	6 2%
Neighbor, friend, relative	21 27%	32 25%	10 20%	10 19%	3 8%	2 6%	78 32%
Self-inquiry	12 16%	28 22%	10 20%	11 21%	8 21%	6 17%	75 31%
High school counselor	12 16%	10 8%	3 6%	0 0%	0 0%	0 0%	25 10%

*Percentages refer to age intervals.

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What newspaper do students read?

Students were asked to check any of six newspapers that they prefer. Consistently across all age groups, over one-third checked the Aegis, just under one-third checked the Sunday Sun, and about 15 percent checked the Evening Sun. The figures for the remaining papers were Morning Sun (11 percent), Record-Democrat (6 percent), and Harford Post (1 percent).

Students were also asked how frequently they saw newspaper articles or ads covering the College. One-fifth of the students reported seeing these often.

Table 14
STUDENTS' NEWSPAPER PREFERENCE BY AGE INTERVAL
Marketing Survey
Arena Registration, Spring 1985

Newspaper	Age Intervals 15-19	20-25	26-30	31-35	36-40	41-over	Total
Aegis	30 42%*	50 37%	19 33%	22 32%	19 41%	10 24%	150 36%
Record-Democrat	5 7%	6 4%	4 7%	4 6%	3 7%	3 7%	25 6%
Sunday Sun	18 25%	40 29%	18 31%	23 34%	16 35%	13 32%	128 30%
Morning Sun	5 7%	15 11%	7 12%	9 13%	3 7%	6 15%	45 11%
Evening Sun	12 17%	25 18%	8 14%	9 13%	5 11%	9 22%	68 16%
Harford Post	1 1%	1 1%	2 3%	1 2%	0 0%	0 0%	5 1%
Total	71 17%	137 33%	58 14%	68 16%	46 11%	41 10%	421 100%

*Percentages refer to age intervals.

What are students' radio station preferences?

The most popular stations were WBSB-B104 (25 percent); WIYY-98 Rock (20 percent); and WBAL-1090, WPOC-FM 93, and WYST-92 Star (all 10 percent).

However, by age interval radio station preference varied. Students 31 years of age and older listened to WBAL-1090. WBSB-B104 was checked by all age groups but is most popular for students under 35. WIYY-98 Rock is quite popular for students under 30 but not at all for older groups. WMAR-106 was only popular for the youngest students. WPOC-FM 93 was only popular for students 26 and older. WLIF-FM 101.9 was only popular for students 36 and older. WYST-92 Star was listened to by students 20 to 40. The remaining stations received little attention from any age group.

Table 15
STUDENTS' RADIO PREFERENCE BY AGE INTERVAL
Marketing Survey
Arena Registration, Spring 1985

Station	Age Intervals 15-19	20-25	26-30	31-35	36-40	41-over	Total
WHRF	1	0	0	1	1	2	5
1520	1%*	0%	0%	2%	3%	5%	1%
WASA	1	4	1	2	0	2	10
1330	1%	3%	2%	3%	0%	5%	3%
WAMD	0	2	0	0	1	4	7
970	0%	2%	0%	0%	3%	9%	2%
WHFC	0	0	1	1	0	1	3
FM 91.1	0%	0%	2%	2%	0%	2%	1%
WBAL	3	7	5	9	12	8	44
1090	4%	6%	9%	16%	32%	19%	11%
WBSB	23	38	12	16	3	5	97
B104	32%	30%	21%	28%	8%	12%	25%
WIYY	26	37	11	3	1	1	79
98 Rock	36%	29%	20%	5%	3%	3%	20%
WMAR	12	10	1	3	0	1	27
106	17%	8%	2%	5%	0%	2%	7%
WPOC	3	10	10	6	5	7	41
FM 93	4%	8%	18%	10%	14%	16%	11%
WLIF	0	3	4	5	6	7	25
FM 101.9	0%	2%	7%	9%	16%	16%	6%
WYST	3	14	8	8	4	1	38
92 Star	4%	11%	14%	14%	11%	2%	10%
WBJC	0	0	1	3	1	4	9
FM 91.5	0%	0%	2%	5%	3%	9%	2%
Other	0	1	2	1	3	0	7
	0%	1%	4%	2%	8%	0%	2%
Total	72	126	56	58	37	43	392
	18%	32%	14%	15%	9%	11%	100%

*Percentages refer to age intervals.

What were students' reasons for leaving the College?

Students who were no longer attending the College one and one-half years after their initial enrollment were given a list of possible reasons from which they could check all that applied. By far, most students left because they had completed the courses they needed--achieved educational goal. Forty percent of the students checked this item.

The next two items by frequency of response were "conflict between job and studies" (24 percent) and "insufficient money to attend college" (20 percent). Several items were checked by about 10 percent of the students. These items were "changed educational goal," "difficulties with child care," "transferred," "moved," and "courses not available." The other items were checked by 5 percent or less of the students.

Another way of looking at this data is to group the items into a smaller number of categories. The table below groups all the responses into six categories.

Goal related items received the greatest number of responses at 40 percent, followed by job related at 27 percent, financial at 23 percent, personal at 20 percent, and academic and administrative at 10 percent.

The academic and administrative categories can be directly influenced by College practices but are the least important factors pertaining to student enrollment. The College appears to be meeting the needs of its students in these areas, although this success leaves less room for improvement.

Table 16
GROUPING OF STUDENTS' REASON FOR NO LONGER ATTENDING COLLEGE
ONE AND ONE-HALF YEARS AFTER INITIAL ENROLLMENT

	Number	Percent of Total Responses
GOAL RELATED		
Achieved goal	120	24%
Changed goal	31	6%
Tranferred	37	7%
Decided to take non-credit	10	3%
Total	198	40%
PERSONAL		
Difficulties with child care	26	9%
Moved	34	11%
Total	60	20%
ACADEMIC		
Dissatisfied with academics	12	4%
Courses not challenging	10	3%
Courses too hard	8	3%
Total	30	10%
ADMINISTRATIVE		
Dissatisfied with social life	14	5%
Courses at inconvenient location	15	5%
Total	29	10%
FINANCIAL		
Insufficient money	60	20%
Insufficient financial aid	9	3%
Total	69	23%
JOB RELATED		
Employer no longer funds	10	3%
Conflict with job and studies	72	24%
Total	82	27%

On a more positive note, the majority of students who were no longer enrolled plan to take additional courses in the future. About half (46 percent) reported that they would take additional courses, 17 percent said no, and over one-third were uncertain.

Table 17
STUDENTS NO LONGER ENROLLED - PLANS TO TAKE COURSE(S) IN THE FUTURE
1982 ENTRANT FOLLOW-UP

	Number	Percent
Yes	123	46%
No	45	17%
Uncertain	99	37%

Reason No Longer Enrolled by Age Interval

In general the total distribution of reasons given for no longer being enrolled hold true across age intervals. The exceptions refer primarily to the younger students. The younger students tend to change their educational goals, transfer more frequently, and are more dissatisfied with the College social life.

Table 18

WHY STUDENTS LEAVE HCC ONE AND ONE-HALF YEARS AFTER INITIAL ENROLLMENT BY AGE INTERVAL
1982 ENTRANT FOLLOW-UP

Reason	15-19	20-24	25-29	30-34	35-39	40-49	50-over	Total
Achieved educational goal	50 41%*	12 40%	11 28%	19 50%	16 40%	6 26%	6 75%	120 40%
Changed educational goal	18 15%	5 17%	2 5%	2 5%	3 8%	1 4%	0 0%	31 10%
Difficulties with child care	4 3%	3 10%	8 20%	5 13%	4 10%	2 9%	0 0%	26 9%
Transferred	22 18%	4 13%	4 10%	4 11%	1 3%	2 9%	0 0%	37 12%
Decided to take non-credit	1 1%	3 10%	2 5%	1 3%	1 3%	1 4%	1 13%	10 3%
Moved	15 12%	6 20%	5 13%	4 11%	2 5%	2 9%	0 0%	34 11%
Dissatisfied with college social life	13 11%	1 3%	0 0%	0 0%	0 0%	0 0%	0 0%	14 5%
Dissatisfied with college academics	5 4%	2 7%	0 0%	1 3%	1 3%	3 13%	0 0%	12 4%
Courses not challenging	7 6%	2 7%	0 0%	1 3%	0 0%	0 0%	0 0%	10 3%
Courses too hard	2 2%	2 7%	0 0%	1 3%	0 0%	3 13%	0 0%	8 3%
Courses not available	14 12%	6 20%	3 8%	4 11%	8 20%	2 8%	0 0%	37 12%
Courses offered at inconvenient locations	4 3%	3 10%	2 5%	2 5%	3 8%	1 4%	0 0%	15 5%
Insufficient money	22 18%	7 23%	12 30%	7 18%	7 18%	4 17%	1 13%	60 20%
Insufficient financial aid	6 5%	1 3%	1 3%	1 3%	0 0%	0 0%	0 0%	9 3%
Employer no longer funds course	4 3%	0 0%	1 3%	1 3%	4 10%	0 0%	0 0%	10 3%
Conflict with job and studies	24 20%	5 17%	11 28%	10 26%	15 38%	6 26%	1 13%	72 24%

*Percentages refer to age intervals.

Reason No Longer Enrolled by Full-time/Part-time Status

The distribution of reasons for not being enrolled by full-time and part-time enrollments is similar to the total distribution with two notable exceptions. First, the percentage of students who transferred is much higher (23 percent) for full-time students. One-fifth of Harford's full-time students are transferring within one and one-half years of initial enrollment. The other exception is the considerably lower proportion of full-time students (7 percent) who experience a conflict between job and studies.

Table 19
WHY STUDENTS LEAVE HCC ONE AND ONE-HALF YEARS AFTER INITIAL ENROLLMENT
1982 ENTRANT FOLLOW-UP

Reason	Full-Time*	Part-Time*	Total Count	Total Percent of Cases
Achieved educational goal	48%	34%	120	40%
Changed educational goal	9%	7%	31	10%
Difficulties with child care	2%	8%	26	9%
Transferred	23%	10%	37	12%
Decided to take non-credit	0%	3%	10	3%
Moved	9%	8%	34	11%
Dissatisfied with college social life	7%	4%	14	5%
Dissatisfied with college academics	2%	4%	12	4%
Courses not challenging	0%	3%	10	3%
Courses too hard	0%	2%	8	3%
Courses not available	9%	11%	37	12%
Courses offered at inconvenient locations	0%	4%	15	5%
Insufficient money	11%	18%	60	20%
Insufficient financial aid	2%	3%	9	3%
Employer no longer funds courses	0%	3%	10	3%
Conflict with job and studies	7%	21%	72	24%

*Credit load status based on number of credits earned.

What reasons did students indicate as their most important reason for not returning to college?

Students were also asked to indicate their most important reason for not attending. The most frequently checked reason was a conflict between job and studies. One-fifth of the 1982 entrant students checked this response.

Just over 10 percent checked insufficient money or achieved educational goal. Eight percent each reported that having transferred and having moved was their most important reason for no longer attending.

Table 20
STUDENTS' MOST IMPORTANT REASON FOR NOT ATTENDING

Reason	Number	Percent
Achieved educational goal	21	11%
Changed educational goal	6	3%
Difficulties with child care	8	4%
Transferred	16	8%
Decided to take non-credit	2	1%
Moved	16	8%
Dissatisfied with college social life	4	2%
Dissatisfied with college academics	1	1%
Courses not challenging	1	1%
Courses too hard	1	1%
Courses not available	10	5%
Courses offered at inconvenient locations	5	3%
Insufficient money	25	13%
Employer no longer funds courses	1	1%
Conflict with job and studies	47	24%
Other	27	14%

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Most Important Reason by Age Interval

The most important reason for leaving by age interval was fairly uniform across age groups. The item "conflict with job" was important for all age groups. An exception was the youngest students, who frequently checked "transferred."

Table 21
MOST IMPORTANT REASON FOR NOT ATTENDING BY AGE INTERVAL

Reason	Age Interval 15-19	20-24	25-29	30-34	35-39	40-49	50-over	Total
Achieved educational goal	1 2%	3 13%	3 9%	6 21%	3 13%	2 11%	3 75%	21 11%
Changed educational goal	4 6%	1 4%	0 0%	0 0%	0 0%	1 5%	0 0%	6 3%
Difficulties with child care	1 2%	0 0%	4 13%	2 7%	0 0%	1 5%	0 0%	8 4%
Transferred	11 18%	1 4%	2 6%	1 4%	1 4%	0 0%	0 0%	16 8%
Decided to take non-credit	0 0	0 0	1 3%	1 4%	0 0	0 0%	0 0%	2 1%
Moved	5 8%	3 13%	4 13%	2 7%	1 4%	1 5%	0 0%	16 8%
Dissatisfied with college social life	4 6%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	4 2%
Dissatisfied with college academics	1 2%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 1%
Courses not challenging	0 0%	1 4%	0 0%	0 0%	0 0%	0 0%	0 0%	1 1%
Courses too hard	0 0%	0 0%	0 0%	0 0%	0 0%	1 5%	0 0%	1 1%
Courses not available	3 5%	1 4%	1 3%	2 7%	2 8%	1 5%	0 0%	10 5%
Courses offered at inconvenient locations	2 3%	2 9%	0 0%	1 4%	0 0%	0 0%	0 0%	5 3%
Insufficient money	7 11%	4 17%	8 25%	3 11%	2 8%	1 5%	0 0%	25 13%
Employer no longer funds courses	0 0%	0 0%	0 0%	0 0%	1 4%	0 0%	0 0%	1 1%
Conflict with job and studies	15 24%	3 13%	7 22%	7 25%	11 46%	3 16%	1 25%	47 24%
Other	8 13%	4 17%	2 6%	3 11%	3 13%	7 37%	0 0%	27 14%

What is the relationship between students' reason for attending college and their educational goals?

Academic

About one-third of Harford's students attend primarily for academic reasons. Two-thirds of the students atending college to explore an academic area are seeking an associate degree. One-third of these students have no two-year degree aspirations. One fourth of the students are attending college in preparation to transfer to a four-year institution. About 60 percent of these students plan to earn their associate degree before transferring and 40 percent wish to complete selected courses without staying to finish a Harford degree.*

Career

Half of the students are seeking career development at the College. Students attending college to explore an occupational area are evenly split among those wanting to complete courses only, to earn a certificate, and to receive an associate degree. One-fifth of the College's new students are preparing for entry into their first career. About two-thirds of these students are seeking an associate degree and one-fourth desire a certificate. Forty percent of the students wanting to prepare for a different career are seeking the associate degree. Students taking courses only and those seeking a certificate each comprise one-fourth of these students. Just over half of the students wanting to update job skills are taking courses only. Twelve percent want a certificate and 30 percent seek associate degrees.

Self-Enrichment

One-fifth of the College's students primarily attend for self-enrichment. The majority of these students (two thirds) have no degree aspirations. Five percent of these students want a certificate and about one-fifth want an associate degree.

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*Note: It is important to note that although one-third of Harford's students are not seeking a two-year degree, one-fifth of these are working toward baccalauerate degrees. If these students are included in the total of students seeking a degree or certificate, the proportion of students who are degree oriented increases from 56 to 67 percent and conversely the proportion of students taking courses without a degree intent drops from 35 to 28 percent.

Table 22
STUDENTS' REASONS FOR ATTENDING COLLEGE BY THEIR EDUCATIONAL GOAL

Reason	Complete Courses	Certificate	Earn an AA	Other Goal	Total
Explore academic area	6 32%*	0 0%	12 63%	1 5%	19 4%
Prepare for career	8 9%	20 23%	57 66%	2 2%	87 19%
Prepare for different career	11 25%	12 27%	19 43%	2 5%	44 10%
Update skills	26 51%	6 12%	15 29%	4 8%	51 11%
Prepare for transfer	35 30%	3 3%	65 56%	14 12%	117 26%
Self-enrichment	54 68%	4 5%	14 18%	8 10%	80 18%
Explore occupational area	12 33%	12 33%	11 31%	1 3%	36 8%
Other	10 42%	0 0%	6 25%	8 33%	24 5%
Total	162 35%	57 12%	199 43%	40 9%	458 100%

*Percentages refer to reason for attending.

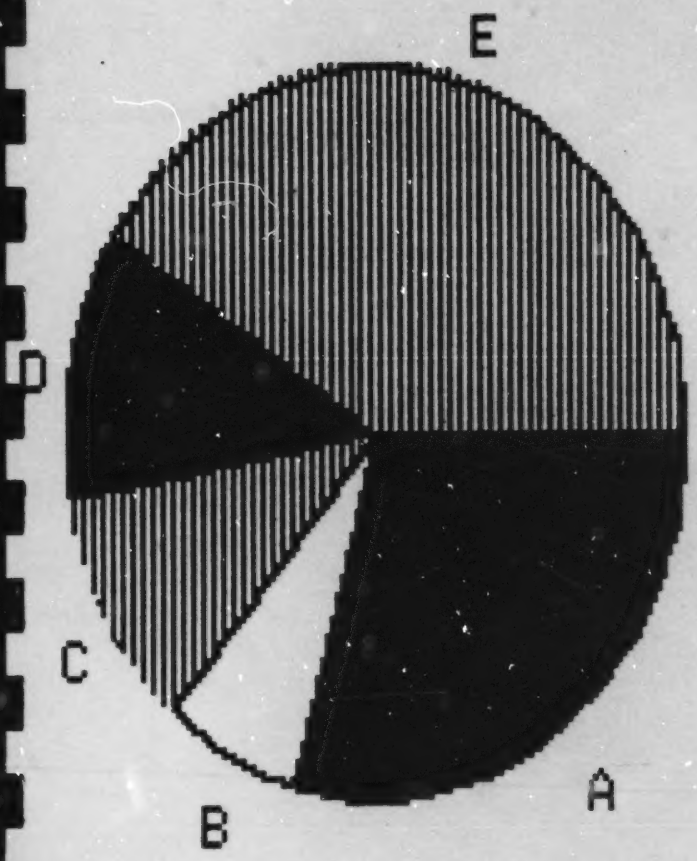
How many hours per week do Harford Community College students work?

Over the past several years, the College has increasingly become an institution attended by part-time students. In the Fall of 1984, 75 percent of the student body was part-time. Of course, the number of credits a student attempts is affected by the student's employment situation. Students' work and and credit load mix has implications for marketing, recruitment, and advising.

Overall, about 30 percent of the College's students do not work. Thirty percent work part-time with 7 percent working from 1 to 10 hours, 11 percent from 11 to 20 hours, and 12 percent from 21 to 30 hours. Forty-one percent work over 30 hours or full-time.

Figure 6

HOURS WORKED PER WEEK



A	UNEMPLOYED	29%
B	1-10 HRS	7%
C	11-20 HRS	11%
D	21-30 HRS	12%
E	31 & OVER	41%

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Employment by Age Interval

The youngest student group tends to work part-time to a much greater extent than do older students. They work full-time at about half the rate. Thirty percent of the youngest students do not work, 45 percent work part-time, and 25 percent full-time.

About 30 percent of the students aged 20 to 39 do not work, with 55 percent working ful-time and 25 percent part-time. The 40-49 group tends to work full-time to a greater extent and does not work to a lesser degree. And finally, students who are 50 and over tend to be unemployed (50 percent) and work full-time (36 percent) to a lesser extent. Of course, among this student group are retired individuals.

Table 23
HOURS WORKED BY AGE INTERVAL

Age Interval	Number of Hours				
	Not Working	Under 20	21 to 30	31-over	Total
15-19	73 28%*	75 29%	50 19%	63 24%	261 45%
20-24	19 32%	3 5%	7 12%	31 52%	60 10%
25-29	20 30%	5 8%	2 3%	39 59%	66 11%
30-34	23 38%	3 5%	3 5%	32 53%	61 11%
35-39	15 25%	9 15%	2 3%	35 57%	61 11%
40-49	9 19%	4 9%	5 11%	29 62%	47 8%
50-over	11 50%	3 14%	0 0%	8 36%	22 4%
Total	170 29%	102 18%	69 12%	237 41%	578 100%

*Percentages refer to age intervals.

Employment by Credit Hours Earned

In general as the credit load increases, the hours worked per week decrease. However, the College does have many students that burn the candle at both ends. Two-thirds of the students who are taking less than five credits are working full-time. Fifteen percent work part-time and about one-fifth are unemployed.

About one-third of the students taking 6 to 11 credits are working full-time, with a similar proportion unemployed. Just over one-third work part-time.

Ten percent of the students taking a full-time load work full-time. Over one-third are unemployed and just under half work part-time.

Table 24
HOURS WORKED BY CREDITS EARNED PER SEMESTER

Hours Worked	Credit Load 1-5	6-11	12-over	Total
Not working	49 22%	48 29%	47 37%	144 28%
1-20 hours	22 10%	30 18%	44 35%	96 19%
21-30 hours	11 5%	32 19%	21 17%	64 13%
31-over	139 63%	55 33%	14 11%	208 41%
Total	221 43%	165 32%	126 25%	512 100%

DISCUSSION AND RECOMMENDATIONS

Introduction

In the present time of declining resources and students, it becomes critical that the College understand the educational aspirations and needs of its students. Through this understanding, the College can better provide the appropriate educational experiences.

However, the heterogeneous nature of Harford's student body makes this task difficult. Harford is a comprehensive community college and, as such, it attempts to meet the needs of many different types of students. To understand our students better, it therefore becomes necessary to divide the student body into a number of segments. These market segments or student profiles can serve as baseline data from which marketing, recruitment, counseling, and academic plans can be generated.

In this regard, it is important that these student profiles become part of the mind set of the College. In this way the student profiles can serve as a factor in integrating the College's response to student diversity. The members of the Research Advisory Committee for this study have agreed to assist in this task by presenting the profiles to various campus factions.

Marketing/Admissions Profiles

At Harford, age is the best variable to be used for profiling the student body. Breaking down the College's population by age captures most of the variation in other dimensions such as reason for attending and method of learning about the College. Four student profiles were created: recent high school graduates (ages 16-19), young adults (ages 20-25), the adult student (ages 21-40), and the older student (ages 41 and over).

The profiles were derived from an analysis of data from several sources, including the Registrar's Reports, the 1984 Fall Enrollment Analysis, the 1982 Entrant Follow-up Study, and the 1985 Arena Market Survey. Information pertaining to the educational outcomes of the College's 1984 graduates will be included in the profiles when it becomes available in the summer of 1985.

Total Student Profile

Before describing the four student profiles, statistics for the entire population will be listed so comparisons can be drawn.

About half of the College's students attend college primarily for career reasons. Twenty percent attend to prepare for entry into a first career, 10 percent to prepare for entry into a different career, 11 percent to update skills for a job currently held, and 8 percent to explore a new occupational area. Roughly one-third of Harford's students attend primarily in preparation for transfer to a four-year institution or to explore a new academic area. One-fifth attend college primarily for self-enrichment or for other reasons.

About two-thirds of Harford's students are seeking a certificate or an associate degree. Over half of the students seek the Associate Degree (53 percent) and 10 percent strive for a certificate. One-third of the students take courses without any intent of graduating.

Thirty percent of the College's students do not work. Thirty percent work part-time with 7 percent working from 1 to 10 hours, 11 percent from 11 to 20 hours, and 12 percent from 21 to 30 hours. Forty-one percent work over 30 hours or full-time.

Almost 90 percent of the students attend college at HCC because of its convenient location. Forty-five percent indicate low tuition and/or the availability of a desired academic program as deciding factors. These principal reasons were followed by reputation of the college (16 percent), recommendation by high school teacher or counselor (10 percent), recommendation by a friend (9 percent), influence of taking non-credit course first (7 percent), and the availability of a desired athletic program (4 percent).

Forty percent of the students were no longer attending college because they achieved their educational goal, 24 percent because of conflict between job and studies, and 20 percent because of insufficient money. The most important reason was conflict between job and studies.

Sixty percent of the students learned about HCC's classes through the schedule of classes mailed to all residents of Harford County. About one-third of the students learned of classes from a neighbor, friend, or relative and one-third received information through self-inquiry.

Over one-third of the students read the Aegis, just under one-third read the Sunday Sun, and 15 percent read the Evening Sun. The most popular stations were WBSB-B104 (25 percent): WIYY-98 Rock (20 percent); and WBAL-1090, WPOC-FM 93, and WYST-92 Star (all 10 percent).

Table 25
MARKETING/ADMISSIONS PROFILES
Total Student Body*

Number in Fall 1984:	4,285
Percent full-time:	24%
Percent part-time:	76%
Gender:	36% - Male 64% - Female
Percent working:	30% - Not working 20% - Working 1-20 hours 10% - Working 21-30 hours 40% - Working over 31 hours
Population projection for five years:	Up 8% (adult population)
Reason for attending college:	20% - Entry into first career 10% - Entry into different carer 10% - Update skills 25% - Transfer 15% - Self-enrichment 10% - Explore new occupational area
Educational goal:	40% - Complete courses 10% - Certificate 50% - Associate
Reason for choosing HCC:	45% - Offers academic program 15% - Reputation of college 10% - Recommended by friend 10% - Recommended by high school 45% - Low tuition 90% - Convenient location
Reason for leaving school:	40% - Achieved educational goal 10% - Changed educational goal 10% - Difficulties with child care 10% - Transferred 10% - Moved 10% - Courses not available 20% - Insufficient money 25% - Conflict with job and studies
Most important reason for leaving:	10% - Achieved educational goal 10% - Transferred 10% - Moved 15% - Insufficient money 25% - Conflict with job and studies

Table 25 (Continued)

Method of learning about HCC:	60% - Schedule mailed at home
	10% - Newspaper ad
	30% - Neighbor, friend
	30% - Self-inquiry
	10% - HIgh school
Newspaper preference:	35% - Aegis
	30% - Sunday Sun
	10% - Morning Sun
	15% - Evening Sun
Radio preference:	20% - WBAL (1090)
	20% - WBSB (B104)
	20% - WIYY (98 Rock)
	10% - WPOC (FM 93)
	10% - WYST (92 Star)

*Percentages rounded to nearest 5.

Recent High School Graduates

The recent high school graduate comprises 25 percent of the College's total headcount and 40 percent of the FTE's. Sixty percent attend full-time and 53 percent are females. Thirty percent are not working, 25 percent work full-time, and 45 percent work part-time. This age group is projected to decrease 10 percent in Harford County over the next five years.

In the Harford school system about 60 percent of their graduates went on to higher education and about 45 percent of these attended the community college. They attend Harford to transfer (45 percent) or to prepare for a first career (35 percent). Seventy percent are working toward a degree, with sixty percent associate and 10 percent certificate.

The recent high school graduates choose Harford primarily because of its location, low tuition, and academic programs. Also important was the reputation of the college and recommendation by high school teacher or counselor. They leave the College because of goal achievement, tranferring, insufficient money, conflict with job, and goal change. The most important reasons for leaving were conflict with job and transferring.

The recent high school graduates learn about their classes through the mailed schedule, a neighbor or friend, self-inquiry, and at high school. Their newspaper preferences are the Aegis, Sunday Sun, and the Evening Sun. Their radio preferences are WBSB (B104), WIYY (98 Rock), and WMAR (106).

Table 26
MARKETING/ADMISSIONS PROFILES
Recent High School Graduates (Ages 16-19)*

Percent of total headcount:	25%
Percent of total FTE:	40%
Number in Fall 1984:	1,130
Percent full-time:	60%
Percent part-time:	40%
Gender:	47% - Male 53% - Female
Percent working:	30% - Not working 30% - Working 1-20 hours 20% - Working 21-30 hours 25% - Working over 31 hours
Population projection five years:	Down 10%
Percent going on to college:	60%
Type of institution:	45% - Community college 45% - Four-year 10% - Proprietary
Reason for attending college:	35% - Entry into first career 45% - Transfer
Educational goal:	20% - Complete courses 10% - Certificate 60% - Associate
Reason for choosing HCC:	20% - Reputation of college 20% - Recommended by high school teacher/ counselor 50% - Offers academic program 60% - Low tuition 90% - Convenient location
Reason for leaving school:	40% - Achieved educational goal 15% - Changed educational goal 20% - Transferred 20% - Insufficient money 20% - Conflict with job and studies
Most important reason for leaving:	25% - Conflict with job and studies 20% - Transferred

Table 26 (Continued)

Method of learning about HCC:	30% - Schedule mailed at home 30% - Neighbor, friend 15% - Self-inquiry 15% - High school
Newspaper preference:	40% - Aegis 25% - Sunday Sun 20% - Evening Sun
Radio preference:	30% - WBSB (B104) 35% - WIYY (98 Rock) 15% - WMAR (106)

*Percentages rounded to nearest 5.

Young Adults

The young adult student segment comprises 25 percent of the College's headcount and 25 percent of the FTE's. Twenty-two percent are full-time and 56 percent are females. This age group is projected to experience little growth in numbers in Harford County over the next five years.

Thirty percent of these students are not working, 15 percent work part-time, and 50 percent work full-time.

The young adult student attends college to prepare for a first career (20 percent), to prepare for a different career (20 percent), and to transfer (15 percent). Ten percent are working toward a certificate, 35 percent an associate, and 45 percent wish to only complete classes.

Important reasons for choosing Harford include convenient location, low tuition, availability of academic program, reputation of the college, and took non-credit first. The most important reasons for leaving were job conflict, moved, and no money. Important reasons for leaving the college include achieved goal, moved, courses not available, insufficient money, changed educational goal, transferred, conflict with job.

The young adult student learns about the College through the mailed schedule, self-inquiry, neighbor, and at high school. Newspaper preferences include Aegis, Sunday Sun, and Evening Sun. WBSB (B104) and WIYY (98 Rock) are preferred radio stations.

Table 2
MARKETING/ADMISSIONS PROFILES
Young Adult Student (Ages 20-25)*

Percent of total headcount:	25%
Percent of total FTE:	25%
Number in Fall 1984:	1,165
Percent full-time:	20%
Percent part-time:	80%
Gender:	44% - Male 56% - Female
Percent working:	30% - Not working 5% - Working 1-20 hours 10% - Working 21-30 hours 50% - Working over 31 hours
Population projection five years:	Flat

Table 27 (Continued)

Reason for attending college:	20% - Entry into first career 20% - Entry into different career 15% - Transfer
Educational goal:	45% - Complete courses 10% - Certificate 35% - Associate
Reason for choosing HCC:	20% - Reputation of college 45% - Offers academic program 35% - Low tuition 15% - Took non-credit 85% - Convenient location
Reason for leaving school:	40% - Achieved educational goal 15% - Changed educational goal 15% - Transferred 20% - Moved 20% - Courses not available 25% - Insufficient money 15% - Conflict with job and studies
Most important reason for leaving:	15% - Job conflict 15% - Moved 15% - No money
Method of learning about HCC:	35% - Schedule mailed at home 25% - Neighbor, friend 20% - Self-inquiry
Newspaper preference:	50% - Aegis 30% - Sunday Sun 20% - Evening Sun
Radio Preference:	30% - WBSB (B104) 30% - WIYY (98 Rock)

*Percentages rounded to nearest 5.

Adult Students

The adult student comprises 35 percent of the College's headcount and 25 percent of the FTE's. Six percent attend full-time and two-thirds are female. Over the next five years, 26 to 30 year olds are projected to increase 20 percent and 31 to 40 year olds are projected to remain the same.

Thirty percent of these students do not work, 15 percent work part-time, and 55 percent work full-time.

The adult student attends college primarily for self-enrichment, entry into a different career, to explore a new occupational area, to update job skills, and to transfer. Fifty-five percent are taking courses only with 10 percent working towards a certificate and 35 percent an associate degree.

Important reasons for choosing Harford include convenient location, low tuition, and availability of academic program. The non-traditional students leave the college primarily due to achieved educational goal, insufficient money, and difficulties with child care. The most important reason is job conflict.

The non-traditional students learn about their classes through the mailed schedule, self-inquiry, neighbor, and newspaper ad. Newspaper preferences are the Aegis, Sunday Sun, and Evening Sun. Radio preferences include WBSB (B104), WBAL (1090), WPOC (FM 93), WYST (92 Star), and WIYY (98 Rock).

Table 28
MARKETING/ADMISSIONS PROFILES
Adult Students (Ages 26-40)*

Percent of total headcount:	35%
Percent of total FTE:	25%
Number in Fall 1984:	1,410
Percent full-time:	5%
Percent part-time:	95%
Gender:	67% - Male 33% - Female
Percent working:	30% - Not working 10% - Working 1-20 hours 5% - Working 21-30 hours 55% - Working over 31 hours
Population projection five years:	Up 20% for 26-30 Flat for 31-40
Reason for attending college:	20% - Entry into different career 15% - Update skills 25% - Self-enrichment 15% - Explore new occupational area

Table 28 (Continued)

Educational goal:	55% - Complete courses, other 10% - Certificate 35% - Associate
Reason for choosing HCC:	40% - Offers academic program 40% - Low tuition 90% - Convenient location
Reason for leaving school:	25% - Achieved educational goal 15% - Insufficient money 20% - Conflict with job and studies
Most important reason for leaving:	30% - Conflict with job and studies
Method of learning about HCC:	40% - Schedule mailed at home 15% - Neighbor, friend 20% - Self-inquiry
Newspaper preference:	35% - Aegis 35% - Sunday Sun
Radio Preference:	20% - WBSB (B104) 15% - WBAL (1090) 15% - WPOC (FM 93) 15% - WYST (92 Star)

*Percentages rounded to nearest 5.

The Older Student

The older student comprises 15 percent of the College's headcount and 10 percent of the FTE's. Three percent are full-time and 70 percent are females. This age group is projected to increase 20 percent in Harford County over the next five years.

Thirty percent do not work, 15 percent work part-time, and 55 percent work full-time.

The older student attends college primarily for self-enrichment and to update job skills. Sixty-five percent are completing courses only, with 10 percent working toward a certificate and 15 percent associate degrees.

The older group chooses HCC primarily because of convenient location, availability of academic programs, and low tuition. They leave the school because of goal achievement and conflict with job.

The older student learns about classes by the mailed schedule, self-inquiry, and newspaper ad. Newspaper preferences are the Aegis, Sunday Sun, and Evening Sun. Preferred radio stations include WBAL (1090), WPOC (FM 93), and WLIF (FM 101.9).

Table 29
MARKETING/ADMISSIONS PROFILES
The Older Student (Ages 41-over)*

Percent of total headcount:	15%
Percent of total FTE:	10%
Number in Fall 1984:	585
Percent full-time:	5%
Percent part-time:	95%
Gender:	30% - Male 70% - Female
Percent working:	30% - Not working 10% - Working 1-20 hours 5% - Working 21-30 hours 55% - Working over 31 hours
Population projection five years:	Up 20%
Reason for attending college:	25% - Update skills 50% - Self-enrichment
Educational goal:	65% - Complete courses, other 10% - Certificate 15% - Associate

Table 29 (Continued)

Reason for choosing HCC:	40% - Offers academic program 25% - Low tuition 85% - Convenient location
Reason for leaving school:	30% - Achieved educational goal 15% - Conflict with job and studies
Most important reason for leaving:	20% - Conflict with job and studies
Method of learning about HCC:	50% - Schedule mailed at home 15% - Newspaper ad 15% - Self-inquiry
Newspaper preference:	25% - Aegis 30% - Sunday Sun 20% - Evening Sun
Radio Preference:	20% - WBAL (1090) 15% - WPOC (FM 93) 15% - WLIF (FM 101.9)

*Percentages rounded to nearest 5.

APPENDIX A

Marketing Survey, Spring 1985

Maryland Public Community Colleges, Student Questionnaire
(Currently Enrolled Students)

Maryland Public Community Colleges, Student Questionnaire
(Not Currently Enrolled Students)

HARFORD COMMUNITY COLLEGE

Marketing Survey

Spring 1985

Please take a few moments to fill out this questionnaire. It will help us plan HCC's next advertising campaign.

A. Please check the radio stations you listen to regularly.

( ) 1. WHRF (1520)
( ) 2. WASA (1330)
( ) 3. WAMD (970)
( ) 4. WHFC (FM 91.1)
( ) 5. WBAL (1090)
( ) 6. WBSB (B104)
( ) 7. WIYY (98 Rock)
( ) 8. WMAR (106)
( ) 9. WPOC (FM 93)
( ) 10. WLIF (FM 101.9)
( ) 11. WYST (92 Star)
( ) 12. WBJC (FM 91.5)

B. Please check the newspapers you read regularly.

( ) 1. The Aegis
( ) 2. The Record/Democrat
( ) 3. Sunday Sun
( ) 4. Morning Sun
( ) 5. Evening Sun
( ) 6. Harford Post

C. How often did you hear any of our radio ads for Spring Registration?

____ Often ____ Seldom ____ Never

D. How often did you see any newspaper articles on Spring Registration?

____ Often ____ Seldom ____ Never

E. How often did you see our newspaper advertisements?

____ Often ____ Seldom ____ Never

F. Circle your age and sex.

15-19	26-30	36-40	Male
20-25	31-35	41 and over	Female

G. Please check your current status. (Check all that apply.)

( ) 1. Employed full-time (35 or more hours per week)
( ) 2. Employed part-time
( ) 3. Full-time student (12 or more credit hours)
( ) 4. Part-time student
( ) 5. Active military service
( ) 6. Full-time homemaker
( ) 7. Unemployed and seeking a job
( ) 8. Unemployed and not seeking a job
( ) 9. Employed and seeking a new job

H. Please check your educational goal. (Check one.)

( ) 1. Complete selected courses, did not intend to graduate from HCC
( ) 2. Earn a certificate
( ) 3. Earn an associate in arts degree
( ) 4. Other, please explain _____

I. Please check your primary reason for attending this community college. (Check one.)

( ) 1. Explore a new academic area
( ) 2. Prepare for entry into first career
( ) 3. Prepare for entry into a different career
( ) 4. Update skills for current job
( ) 5. Prepare for transfer to a four-year institution
( ) 6. Self-enrichment
( ) 7. Explore a new occupational area
( ) 8. Other, please explain _____

J. Please check how you became aware of courses at HCC. (Check all that apply.)

( ) 1. Spring Schedule of Classes (mailed to homes in Harford County)
( ) 2. Newspaper Stories
( ) 3. Newspaper Ad
( ) 4. Radio Ad
( ) 5. Employer
( ) 6. Neighbor, Friend or Relative
( ) 7. Self-inquiry
( ) 8. High School Counselor
( ) 9. Other, please specify _____

K. Would you be willling to come for lunch (we'll pay) and discuss your answers in more detail? If so, please give us your name, address, and phone number.

_____

Maryland Public Community Colleges
STUDENT QUESTIONNAIRE

(Currently Enrolled Students)

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges improve your program. Please complete it promptly and return it in the envelope provided. This form should require less than ten minutes to complete. All answers will be strictly confidential. Thank you for your assistance.

(Please make corrections if necessary)

(Name)

(Address)

PART I.

A. What is your current status? (Check all that apply)

46 [ ] 1. Employed full-time (35 or more hours per week)
47 [ ] 2. Employed part-time
48 [ ] 3. Full-time student (12 or more credit hours)
49 [ ] 4. Part-time student
50 [ ] 5. Active military service
51 [ ] 6. Full-time homemaker
52 [ ] 7. Unemployed and seeking a job
53 [ ] 8. Unemployed and not seeking a job
54 [ ] 9. Employed and seeking a new job

B. What was your educational goal when you first started at this community college? (check one)

[ ] 1. Complete selected courses, did not intend to graduate from the community college
[ ] 2. Earn a certificate
55 [ ] 3. Earn an associate in arts degree
[ ] 4. Other, please explain _____

C. What was your primary reason for attending this community college? (check one)

[ ] 1. Explore a new academic area
[ ] 2. Prepare for entry into first career
[ ] 3. Prepare for entry into a different career
56 [ ] 4. Update skills for current job
[ ] 5. Prepare for transfer to a four-year institution
[ ] 6. Self-enrichment
[ ] 7. Explore a new occupational area
[ ] 8. Other, please explain _____

D. Indicate why you enrolled at this particular community college? (check all that apply)

57 [ ] 1. Offers desired academic program(s)/courses
58 [ ] 2. Offers desired athletic program(s)
59 [ ] 3. Reputation of college
60 [ ] 4. Recommended by a friend
61 [ ] 5. Recommended by high school teacher/counselor
62 [ ] 6. Took a noncredit course; then wanted to take a credit course
63 [ ] 7. Low tuition
64 [ ] 8. Convenient location
65 [ ] 9. Other, specify _____

52

E. What was the highest level of education you had completed when you entered this community college?

66
[ ] 1. Less than high school diploma
[ ] 2. High school diploma/GED
[ ] 3. College certificate
[ ] 4. Associate degree
[ ] 5. Bachelor's degree
[ ] 6. Master's degree
[ ] 7. Professional degree
[ ] 8. Doctoral degree
[ ] 9. Other, specify _____

F. Which of the following semesters did you enroll in credit courses at this community college? (check all that apply)

67 [ ] 1. Fall 1982
68 [ ] 2. Spring 1983
69 [ ] 3. Summer 1983
70 [ ] 4. Fall 1983
71 [ ] 5. Other Specify: _____

IF YOU ARE EMPLOYED, COMPLETE PART 2; OTHERWISE GO TO PART 3

PART 2.

G. What is the title of your current position? (Job Title)?

_____

Company's or Organization's name

_____

H. When did you get your current job?

[ ] 1. Before attending this community college
72 [ ] 2. While attending this community college

I. What is the relationship between the courses you have taken at this community college and your current job? (check one)

[ ] 1. Courses directly related to job
73 [ ] 2. Courses somewhat related to job
[ ] 3. Courses not at all related to job

J. What is the geographic location in which you are presently employed?

[ ] 1. Same county/city as community college
[ ] 2. Other county in Maryland, specify county _____
[ ] 3. Baltimore City
[ ] 4. Washington, DC
74 [ ] 5. Delaware
[ ] 6. Pennsylvania
[ ] 7. Virginia
[ ] 8. West Virginia
[ ] 9. Other state, specify _____

K. On the average, how many hours per week are you employed during this last semester?

[ ] 1. 1-10 hours
[ ] 2. 11-20 hours
75 [ ] 3. 21-30 hours
[ ] 4. 31-40 hours
[ ] 5. 35 or more

1-10

PART 3.

L. Have you taken courses at another college or university since Fall 1982?

11 [ ] 1. Yes - Answer the questions in Part 3 even if you are no longer a student at that college.

[ ] 2. No - go to Part 4

M. Please indicate the name or type of institution.

[ ] 1. Another community college
[ ] 2. University of Maryland, College Park
[ ] 3. University of Maryland, University College
[ ] 4. University of Maryland, Baltimore County
[ ] 5. Towson State
[ ] 6. Frostburg State
[ ] 7. Bowie State
[ ] 8. Coppin State

12-13 [ ] 9. Morgan State

[ ] 10. University of Baltimore
[ ] 11. Salisbury State
[ ] 12. St. Mary's College
[ ] 13. Private four-year college or university in Maryland
[ ] 14. Technical or commercial school in Maryland
[ ] 15. Out-of-state four-year public institution
[ ] 16. Out-of-state four-year private institution
[ ] 17. Other out-of-state institution
[ ] 18. Other, please specify the institution_____

PART 4.

N. How would you rate the following college services at this community college?

		Excellent	Good	Fair	Poor	No Opinion
14	Quality of instruction by part-time faculty	[ ]	[ ]	[ ]	[ ]	[ ]
15	Quality of instruction by full-time faculty	[ ]	[ ]	[ ]	[ ]	[ ]
16	Course availability	[ ]	[ ]	[ ]	[ ]	[ ]
17	Helpfulness of administrators/staff	[ ]	[ ]	[ ]	[ ]	[ ]
18	Assessment/placement testing	[ ]	[ ]	[ ]	[ ]	[ ]
19	Job placement assistance	[ ]	[ ]	[ ]	[ ]	[ ]
20	Reading, writing, language skills improvement programs	[ ]	[ ]	[ ]	[ ]	[ ]
21	Math skills improvement programs	[ ]	[ ]	[ ]	[ ]	[ ]

O. If you rated any service as poor, please explain

_____

_____

_____

Q. How satisfied were you with the quality of classroom instruction in your program of study?

[ ] 1. Extremely satisfied

22 [ ] 2. Satisfied

[ ] 3. Unsatisfied

Maryland Public Community Colleges
STUDENT QUESTIONNAIRE

54

(Not Currently Enrolled Students)

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges improve your program. Please complete it promptly and return it in the envelope provided. This form should require less than ten minutes to complete. All answers will be strictly confidential. Thank you for your assistance.

(Please make corrections if necessary)

_____
(Name)

_____
(Address)

_____

PART I.

A. What is your current status? (Check all that apply)

46 [ ] 1. Employed full-time (35 or more hours per week)
47 [ ] 2. Employed part-time
48 [ ] 3. Full-time student (12 or more credit hours)
49 [ ] 4. Part-time student
50 [ ] 5. Active military service
51 [ ] 6. Full-time homemaker
52 [ ] 7. Unemployed and seeking a job
53 [ ] 8. Unemployed and not seeking a job
54 [ ] 9. Employed and seeking a new job

B. What was your educational goal when you first started at this community college? (check one)

[ ] 1. Complete selected courses, did not intend to graduate from the community college
[ ] 2. Earn a certificate
55 [ ] 3. Earn an associate in arts degree
[ ] 4. Other, please explain _____

C. What was your primary reason for attending this community college? (check one)

[ ] 1. Explore a new academic area
[ ] 2. Prepare for entry into first career
[ ] 3. Prepare for entry into a different career
56 [ ] 4. Update skills for current job
[ ] 5. Prepare for transfer to a four-year institution
[ ] 6. Self-enrichment
[ ] 7. Explore a new occupational area
[ ] 8. Other, please explain _____

D. Indicate why you enrolled at this particular community college? (check all that apply)

57 [ ] 1. Offers desired academic program(s)/courses
58 [ ] 2. Offers desired athletic program(s)
59 [ ] 3. Reputation of college
60 [ ] 4. Recommended by a friend
61 [ ] 5. Recommended by high school teacher/counselor
62 [ ] 6. Took a noncredit course; then wanted to take a credit course
63 [ ] 7. Low tuition
64 [ ] 8. Convenient location
65 [ ] 9. Other, specify _____

55

E. What was the highest level of education you had completed when you entered this community college?

66
- [ ] 1. Less than high school diploma
- [ ] 2. High school diploma/GED
- [ ] 3. College certificate
- [ ] 4. Associate degree
- [ ] 5. Bachelor's degree
- [ ] 6. Master's degree
- [ ] 7. Professional degree
- [ ] 8. Doctoral degree
- [ ] 9. Other, specify _____

F. Which of the following semesters did you enroll in credit courses at this community college? (check all that apply)

67 [ ] 1. Fall 1982
68 [ ] 2. Spring 1983
69 [ ] 3. Summer 1983
70 [ ] 4. Fall 1983
71 [ ] 5. Other Specify: _____

IF YOU ARE EMPLOYED, COMPLETE PART 2; OTHERWISE GO TO PART 3

PART 2.

G. What is the title of your current position? (Job Title)

_____

Company's or Organization's name

_____

H. When did you get your current job?

72
- [ ] 1. Before attending this community college
- [ ] 2. While attending this community college
- [ ] 3. After leaving this community college

I. What is the relationship between the courses you have taken at this community college and your current job? (check one)

73
- [ ] 1. Courses directly related to job
- [ ] 2. Courses somewhat related to job
- [ ] 3. Courses not at all related to job

J. What is the geographic location in which you are presently employed?

74
- [ ] 1. Same county/city as community college
- [ ] 2. Other county in Maryland, specify county _____
- [ ] 3. Baltimore City
- [ ] 4. Washington, DC
- [ ] 5. Delaware
- [ ] 6. Pennsylvania
- [ ] 7. Virginia
- [ ] 8. West Virginia
- [ ] 9. Other state, specify _____

K. On the average, how many hours per week were you employed during your last semester at this community college?

75
- [ ] 1. 1-10 hours
- [ ] 2. 11-20 hours
- [ ] 3. 21-30 hours
- [ ] 4. 31-40 hours
- [ ] 5. 35 or more

1-10

PART 3.

L. Have you taken courses at another college or university since Fall 1982?

11 [ ] 1. Yes - Answer the questions in Part 3 even if you are no longer a student at that college.

[ ] 2. No - go to Part 4

M. Please indicate the name or type of institution.

[ ] 1. Another community college
[ ] 2. University of Maryland, College Park
[ ] 3. University of Maryland, University College
[ ] 4. University of Maryland, Baltimore County
[ ] 5. Towson State
[ ] 6. Frostburg State
[ ] 7. Bowie State
[ ] 8. Coppin State
12-13 [ ] 9. Morgan State
[ ] 10. University of Baltimore
[ ] 11. Salisbury State
[ ] 12. St. Mary's College
[ ] 13. Private four-year college or university in Maryland
[ ] 14. Technical or commercial school in Maryland
[ ] 15. Out-of-state four-year public institution
[ ] 16. Out-of-state four-year private institution
[ ] 17. Other out-of-state institution
[ ] 18. Other, please specify the institution _____

PART 4.

Please explain in your own words why you are not currently enrolled at this community college.

_____

_____

N. Possible reasons why a student might not return to this community college are stated below. Check all that apply to you.

14 [ ] 1. I completed the courses I needed to take — achieved educational goal
15 [ ] 2. Changed educational goal
16 [ ] 3. Difficulties with child care
17 [ ] 4. Transferred
18 [ ] 5. Decided to take noncredit courses
19 [ ] 6. Moved from the area
20 [ ] 7. Dissatisfied with social life at the college
21 [ ] 8. Dissatisfied with academic program
22 [ ] 9. Courses were not challenging enough
23 [ ] 10. Courses were too hard
24 [ ] 11. Desired courses not available
25 [ ] 12. Courses offered at inconvenient locations
26 [ ] 13. Insufficient money to attend college
27 [ ] 14. Received insufficient financial aid funds
28 [ ] 15. Employer will not fund additional courses
29 [ ] 16. Conflict between job and studies
30 [ ] 17. Other _____

O. For you, which of the above items was the most important reason for not returning to the college? _____

31-32

P. Do you plan to take more courses at this community college in the future?
33 [ ] 1. Yes
[ ] 2. No
[ ] 3. Uncertain

Q. How satisfied were you with the quality of classroom instruction in your program of study?
34 [ ] 1. Extremely satisfied
[ ] 2. Satisfied
[ ] 3. Unsatisfied

R. How satisfied were you with the overall quality of this community college?
35 [ ] 1. Extremely satisfied
[ ] 2. Satisfied
[ ] 3. Unsatisfied

S. How would you, in general, assess the difficulty of your course work at this community college?
36 [ ] 1. Harder than I expected
[ ] 2. About what I expected
[ ] 3. Easier than I expected

T. What did you like best about this community college?

_____

_____

U. What is the most important thing that needs to be improved at this community college and how could this be improved.

_____

_____

_____

_____

_____

Thank you for your help.

P.S. We are currently working to improve the transfer of credits from community colleges to four year engineering colleges. If you have transferred or plan to transfer to a four year engineering program can we call you to discuss your experience in applying for admission and transferring credit from the community college to the engineering program? Phone Number ( ) _____.

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